

Differentiated Instruction Checklist

Teacher: _____ Date/Time: _____
 Comprehensive Reading Instruction _____ Intervention: _____ Observer: _____

+ / -	Observed		Comments
	Instructional Delivery Direct, explicit instruction Systematic instruction Modeling Scaffolding Adequate time/tasks for practice Immediate corrective feedback to student Multiple opportunities for student response Student engagement		
	Grouping: Grouping formats observed during lesson (Circle) Whole group Small group (teacher-led) Small group (students) Pairs One-on-one Students working independently Students grouped for instructional purpose (e.g., one-on-one, pairs, small group) Students grouped based on same-ability need	Time Allotted _____ _____ _____ _____ _____ _____ _____ _____	
	Instructional/Intervention Time Time allotted for activity: ____ appropriate? ____ Time for student practice adequate: _____ Time for management/redirection: _____		

	Instructional Materials Teacher-led instruction: matched to student instructional level(s) Materials in centers, small group, or independent work matched to student needs Materials organized and available for lesson	
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Highlights/Additional information: _____
